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ABSTRACT

This document presents guidelines for student transfer in North Carolina colleges and universities. The guidelines are blocked out in a pattern of first and second year courses and are written for colleges and universities that operate on a semester or quarter system or various modifications of either. Guidelines concern admissions, transferability of credit, biological sciences, business administration and education, English, fine arts, foreign languages, humanities, mathematics, physical sciences, physical education, and social sciences. (MJM)

ED 085020

GUIDELINES FOR TRANSFER

Recommendations of the Joint Committee on College Transfer Students

Sponsored by
NORTH CAROLINA ASSOCIATION OF COLLEGES AND UNIVERSITIES
NORTH CAROLINA ASSOCIATION OF JUNIOR COLLEGES
STATE BOARD OF EDUCATION
THE UNIVERSITY OF NORTH CAROLINA

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OCTOBER 1973
THE UNIVERSITY OF NORTH CAROLINA
GENERAL ADMINISTRATION

PREFACE

These revised guidelines for student transfer in North Carolina colleges and universities reflect the collective effort of representatives of higher education institutions who value greatly institutional independence in admissions and academic policies but at the same time recognize the need for and appreciate common policies and procedures which minimize unnecessary penalties on students who transfer among the institutions.

The articulation guidelines are a revision of those recommended by the Joint Committee on College Transfer Students and published by the former State Board of Higher Education in 1967. Subcommittees revised the guidelines in the areas of admissions, mathematics, and physical education and developed new ones in the areas of business, fine arts, and the transferability of credit.

I wish to thank the following for their leadership in chairing the subcommittees:

Carl S. Blyth (physical education), Chairman, Department of Physical Education, University of North Carolina at Chapel Hill

Cecil C. Brooks (admissions and transferability of credit), Dean of Records and Admissions, Western Carolina University

John H. Horne (business), Director of Admissions, East Carolina University

Richard P. Loester (fine arts), Director of Admissions, University of North Carolina at Greensboro

Tullio Pignani (mathematics), Chairman, Mathematics Department, East Carolina University

Acknowledgement is made to editorial subcommittee chairman Ben J. Utley, Assistant Director of Admissions, North Carolina State University, and the following members of his subcommittee who were responsible for editing the revised guidelines and developing this publication:

Bobby L. Anderson, Director, College Transfer and General Education, Department of Community Colleges

John F. Corey, Assistant Vice President for Student Services and Special Programs, The University of North Carolina

Marion M. Richards, Dean of Admissions, Catawba College

Jerry E. Surratt, Dean of Academic Affairs, Wingate College

For staff support and general background service, my gratitude is expressed to John F. Corey. As the secretary and treasurer of the Joint Committee on College Transfer Students, Dr. Corey has been involved in all aspects of the development of the revised guidelines.

Appreciation is also extended to Mrs. Anna Carr, secretary to Dr. Corey, for her assistance.

Special thanks are extended to the four sponsoring organizations for their equal financing of the printing costs of this manual. Additional thanks are due to the General Administration of The University of North Carolina for publishing this manual at the request of the Joint Committee.

Richard G. Cashwell, Chairman
Joint Committee on College Transfer Students

THE JOINT COMMITTEE ON COLLEGE TRANSFER STUDENTS

The Joint Committee on College Transfer Students is sponsored by four statewide agencies and organizations representative of all education beyond the high school in North Carolina: the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education, and The University of North Carolina.* The membership of the Joint Committee consists of 12 persons appointed by the four sponsoring organizations (each organization appoints three members). Membership terms are for three years. There are five ex officio members: a representative of each of the four sponsoring organizations and the immediate past chairman.

NORTH CAROLINA ASSOCIATION OF COLLEGES AND UNIVERSITIES

Ben J. Utley, Assistant Director of Admissions, North Carolina State University, Raleigh (1973)
Marion M. Richards, Dean of Admissions, Catawba College, Salisbury (1974)
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NORTH CAROLINA ASSOCIATION OF JUNIOR COLLEGES

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Vaud Travis, Vice President, Transfer and Business Programs, Central Piedmont Community College, Charlotte (1975)

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Gerald M. Bolick, Director of Community and Regional Services, Appalachian State University, Boone (1974)
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THE UNIVERSITY OF NORTH CAROLINA

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*Replaced the State Board of Higher Education on July 1, 1972, when that agency went out of existence.

**Resigned as president of Southeastern Community College July 1973.

John H. Horne, Director of Admissions, East Carolina University, Greenville (1974)
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Bobby L. Anderson, Director, College Transfer and General Education, Department of Community Colleges, State Board of Education, Raleigh
Jerry E. Surratt, President, North Carolina Association of Junior Colleges and past Chairman of the Joint Committee (Dean of Academic Affairs, Wingate College)

NORTH CAROLINA
Institutions with Collegiate Programs
Fall 1973

PUBLIC INSTITUTIONS

● SENIOR COLLEGE AND UNIVERSITIES

1 Appalachian State University
2 East Carolina University
3 Elizabeth City State University
4 Fayetteville State University
5 North Carolina Agricultural and Technical State University
6 North Carolina Central University
7 North Carolina School of the Arts
8 North Carolina State University at Raleigh
9 Pembroke State University
10 University of North Carolina at Asheville
11 University of North Carolina at Chapel Hill
12 University of North Carolina at Charlotte
13 University of North Carolina at Greensboro
14 University of North Carolina at Wilmington
15 Western Carolina University
16 Winston-Salem State University

○ COMMUNITY COLLEGES

17 Caldwell Community College
18 Central Piedmont Community College
19 Coastal Carolina Community College
20 College of the Albemarle
21 Craven Community College
22 Davidson County Community College
23 Gaston College
24 Isothermal Community College
25 Lenoir Community College
26 Mitchell Community College
27 Rockingham Community College
28 Sandhills Community College
29 Southeastern Community College
30 Surry Community College
31 Wayne Community College
32 Western Piedmont Community College
33 Wilkes Community College

PRIVATE INSTITUTIONS

▲ SENIOR COLLEGES AND UNIVERSITIES

34 Atlantic Christian College
35 Barber-Scotia College
36 Belmont Abbey College
37 Bennett College
38 Campbell College
39 Catawba College
40 Davidson College
41 Duke University
42 Elon College
43 Gardner-Webb College
44 Greensboro College
45 Guilford College
46 High Point College
47 Johnson C. Smith University
48 Lenoir Rhyne College
49 Livingstone College
50 Mars Hill College
51 Meredith College
52 Methodist College
53 North Carolina Wesleyan College
54 Pfeiffer College
55 Queens College
56 Sacred Heart College
57 St. Andrews Presbyterian College
58 Saint Augustine's College
59 Salem College
60 Shaw University
61 Wake Forest University
62 Warren Wilson College

△ JUNIOR COLLEGES

63 Brevard College
64 Chowan College
65 Kittrell College
66 Lees McRae College
67 Louisburg College
68 Montreat Anderson College
69 Mount Olive College
70 Peace College
71 St. Mary's College
72 Wingate College

● THEOLOGICAL SEMINARY

72 Southeastern Baptist Theological Seminary

○ BIBLE COLLEGES

74 John Wesley College
75 Piedmont Bible College

LEGEND:

● Public Senior College or University	16
○ Public Community College	17
▲ Private Senior College or University	28
△ Private Junior College	10
SUBTOTAL	72
● Theological Seminary	1
○ Bible College	2
TOTAL	75

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INTRODUCTION

In fall 1972 more than 9,780 undergraduate transfer students enrolled in the colleges and universities of North Carolina. Of this number, 3,354 transferred from two-year to senior institutions; 1,008 from senior to two-year institutions; 2,252 among senior institutions; and 469 among two-year institutions. This flow of transfers comprised 8 percent of the total undergraduate enrollment in the state. The percentage, significant even now, is expected to increase as the new community colleges in North Carolina become fully operational. The trend is that two-year colleges more and more will form the broad base of higher education in the future.

Why do students transfer from one institution of higher education to another? There are many reasons but the prevalent one is the student's desire to advance his education, such as from the junior to senior level. Another is the student's effort to accommodate himself better to academic standards, programs, costs or geographic location. One student, for instance, may need a more academically challenging college. Another may want a school less challenging, or less expensive, or with a special degree program in which he has acquired an interest. And, of course, there is always the student who transfers simply to be closer to a friend.

The fact that such adjustments or mobility are possible is one of the strengths of the American system of higher education. Diversity, the system's dominant characteristic, provides the latitude which allows young citizens the opportunity to find themselves and to develop the best that is within them.

The opportunity is quite extensive in North Carolina where institutional diversity is pronounced. The state has 73 colleges and universities --- 28 two-year and 45 senior ones. In addition, there are 40 technical institutes and more than 60 other post-secondary schools of business, trade, health, and religion.

Founded separately for specialized purposes, the collegiate institutions vary greatly. Some emphasize liberal arts; others concentrate in agriculture, technology, teacher education, and religious education. Some are predominantly for women. Most are coeducational.

For all the benefits which diversity makes possible, however, there are accompanying problems, particularly in reference to transfer students. Many students who seek to transfer from one college to another often encounter barriers

which cause them to lose course credits and time. In many cases, these barriers are created by the students themselves who change their educational goals or select institutions for which they are not properly qualified. Often, however, the problems stem from differences in admissions procedures and general education requirements among the institutions. These variations, due to the institutions' varying historical origins, purposes, student backgrounds, and academic standards, coupled with considerable independence, were indentified by a statewide study committee in the early 1950's. The study committee concluded that the lack of a consensus among colleges in North Carolina about general education and transfer procedures was "sufficiently great to cause prospective transfer students serious difficulties and, therefore, to justify a serious effort to bring some degree of standardization into them." The study committee recommended "eliminating unnecessary variability in policies and procedures for handling of students transferring."

Clearly needed was a commonly acceptable program of general education in the first two years of undergraduate study involving a minimum loss of credits or time when a student transfers from one institution to another, especially at the end of his sophomore year.

To develop guidelines for such a program and to address other transfer problems as they arise and to recommend solutions, the Joint Committee on College Transfer Students was created in 1965 by the four organizations representative of the entire spectrum of higher education in North Carolina. They were the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education, and the State Board of Higher Education.*

In 1966 the Joint Committee initiated a statewide study of articulation between two-year and senior institutions. The study was done by nine subcommittees, consisting of over 800 North Carolina junior and senior college educators. Guidelines that would result in better articulation were recommended in nine areas: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical sciences, and social sciences. The guidelines were approved by the Joint Committee and at the request of the Joint Committee published in 1967 by the State Board of Higher Education. Their development and subsequent general acceptance by the institutions on a voluntary basis represent a major achievement in academic cooperation.

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*Replaced by The Board of Governors of The University of North Carolina on July 1, 1972, when the State Board of Higher Education went out of existence.

The Joint Committee has continued to function on an on-going basis to refine as needed its recommended guidelines and to develop new ones. In doing so, the Joint Committee has made extensive use of subcommittees, composed of members knowledgeable and representative of those who would be effected in the formation of the guidelines.

This reference manual is the first published updating of the 1967 articulation recommendations. It includes a revision of the recommendations on admissions, mathematics, and physical education and new recommendations on business, fine arts, and the transferability of credit obtained through varied grading systems and atypical methods. Unchanged are guidelines which have stood the test of time as acceptable without suggestion of revision. The revisions were approved by the Joint Committee in spring 1973.

These statewide guidelines for collegiate articulation in North Carolina are unique among the states in America. Prepared voluntarily for voluntary use by representatives of colleges and universities which carefully guard their admissions independence, the guidelines represent a recognition of the importance of common reference points which autonomous institutions may use in considering the admissions and the granting of credit to the transfer student. The desired result is that the transfer student not lose unnecessary credit or time and that he better accommodate himself toward reaching his educational goal.

INSTRUCTIONS FOR USE OF GUIDELINES

1. While the guidelines on the following pages are frequently blocked out in a pattern of first and second year courses, it should be understood that second courses are not always required.

2. The guidelines are written for colleges and universities which operate on a semester or quarter system and various modifications of either. It is assumed that six semester hours are equal to nine quarter hours. Where specific credits are indicated by one system or the other, it is assumed also that institutions not operating on such a system will create courses earning equivalent transferable credit. It is hoped that all receiving institutions will adopt a liberal policy towards half-credit shortages.

3. The student's ability to transfer without loss of unnecessary time or credit is of maximum importance.

ADMISSIONS

1. Transfer students must meet admissions standards set by receiving institutions. To prevent unnecessary loss of time and credit, prospective transfers should be identified as early as possible in their academic programs and be encouraged and be advised to investigate policies and procedures* used by the receiving institutions for determining admissions.

2. Performance in a collegiate program is the best single predictor of success of prospective transfers in other collegiate programs and therefore should count most heavily in the admissions decision of receiving institutions.

   a) Two-year college students who are ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds.
   b) Except in unusual circumstances, students entering two-year institutions should be encouraged to complete their program at the original institution.

3. An attempt should be made to provide equal access for each transfer student applying to a receiving institution. Since there is an increasing number of sending institutions which have implemented varied grading policies and practices, computation of grade averages for admissions eligibility should not provide an advantage nor a disadvantage for students transferring from institutions with non-traditional grading practices.

TRANSFERABILITY OF CREDIT

Records of prospective transfer students should normally be evaluated in relationship to the degree program for which application is made. The exact amount of transfer credit awarded toward completion of that degree program should be contingent upon its applicability to the degree program.

Among accredited institutions there is a lack of uniformity in the acceptance of credit obtained through varied grading systems and atypical methods. In order that effective implementation of the recommendations below may be made, it is incumbent upon each institution: [1] to

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*See Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina (May 1972). This reference manual is distributed as an information service by The University of North Carolina, General Administration, P. O. Box 2688, Chapel Hill, N. C. 27514.

include on its official transcript an explanation of the institution's grading policies and practices; [2] to include on its transcript complete computation at the end of each grading period; [3] to be as descriptive as possible on its transcript when listing credits earned by atypical methods initially and in transfer; and [4] to compile and to disseminate information pertaining to its policies in granting credits earned by atypical methods through the Joint Committee on the College Transfer Student.

Transferability of Credit Obtained Through Varied Grading Systems

1. Acceptance of Credit
   Provided the transfer student meets the receiving institution's admissions requirements, credit for all passing grades from the sending institution should be accepted as transfer credits. This would mean, in term of grades, that a transfer student encounters neither advantages nor disadvantages over a native student.
2. Incomplete Grade
   a) All institutions of higher education should use the definition in the United States Office of Education's 1968 publication, Definitions of Student Personnel Terms in Higher Education OE-50083:
      A grade used when the instructor is not able to give a definite grade for the term in view either of sickness of the student or of some other justifiable delay in the completion of certain work. A permanent grade for the term is recorded when work has been completed.
   b) If an institution assigns an "Incomplete" for evaluations other than those indicated in the above definition, that institution should identify the various types of incomplete grades on the transcript and attach to each transcript a definition of the various types being used.
3. Pass-Fail or Satisfactory-Unsatisfactory Grading Systems
   a) Receiving institutions should consider on an individual basis each student who wishes to transfer from an institution using either the P-F or S-U grading system. Other criteria such as high school record, standardized test scores, and college credits earned with traditional grades may be used in determining the transferability of that student.

b) In determining admissibility, P-F or S-U grades should not be given quality point values and should not be used in quality point ratio computation.

c) Receiving institutions should not place a limit on the number of transferable credits because these credits were earned with P or S grades.

Transferability of Credit Obtained Through Atypical Methods

1. Credit by Examination

a) Advanced Placement Program (APP) of the College Entrance Examination Board

(1) Receiving institutions should consider acceptance of transfer credits which have been awarded on the basis of APP scores of five [5] and four [4].

(2) Receiving institutions should consider acceptance of transfer credits which have been awarded on the basis of APP scores below four [4] when validated by follow-up courses within the same discipline.

b) National Achievement Examinations
When national achievement examination scores are too low to be consistent with the receiving institution's policies, transfer credit should be awarded if validated by follow-up courses in the same discipline when taken at either the sending or receiving institution.

c) College Level Examination Program (CLEP) of the College Entrance Examination Board

(1) The CLEP General Examinations

a. All institutions of higher education are encouraged to make use of the CLEP General Examinations to the extent and in a manner appropriate to institutional purposes and curricular requirements.

b. Institutions which adopt the General Examinations are encouraged to award credit for scores at or above the 25th percentile of the national sophomore norms of the General Examinations - - the minimum recommendation of the College Entrance Examination Board.

(2) The CLEP Subject Examinations

a. All institutions of higher education are encouraged to adopt the use of CLEP Subject Examinations to the extent appropriate to curricular

requirements. Credits should be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations - - the minimum recommendation of the College Entrance Examination Board.

b. Receiving institutions should accept directly in transfer both elective and required credits awarded on the basis of CLEP Subject Examinations to the extent appropriate to curricular requirements.

c. Receiving institutions should accept for transfer credits in the major field of study when awarded on the basis of CLEP Subject Examinations.

d) Institutional Examinations

(1) Receiving institutions should accept directly in transfer both elective and required credits awarded on the basis of institutional examinations to the extent appropriate to curricular requirements.

(2) Receiving institutions should accept in transfer credits in the major field of study when awarded on the basis of institutional examinations.

2. College Level Courses Completed Prior to Graduation from the Secondary School

College level courses completed at accredited collegiate institutions prior to secondary school graduation should be evaluated in the same manner as other courses which may appear on the institutions' transcripts.

3. Military Service Credit

Each institution of higher education should be encouraged to use the American Council on Education (ACE) Examination, institutional examinations, or CLEP in determining credit to be awarded for work completed in military schools and for experience.

4. Credit Classified as "Technical"

a) Courses taken in technical programs may be transferred to a college or university upon validation of applicable course work through the receiving institution's normal procedures.

b) For senior institutions offering the BACHELOR OF TECHNOLOGY degree:

(1) Except in unusual circumstances, students entering the four-year institution should hold the Associate in Applied Science degree in appropriate areas of technical specialization

(2) Students holding AAS degrees in appropriate areas of technical specialization and meeting other institutional entrance requirements should be admitted to the programs as junior year students.

(3) Technical graduates seeking to transfer from non-accredited institutions should be accepted provisionally by the senior institution and have credits transferred pending satisfactory completion of at least one full quarter or semester of course work, provided they meet other institutional entrance requirements.

5. College Level Courses Offered Through University and College Extension Centers or Contractual Programs

Receiving institutions should accept credit for college level courses offered by accredited institutions in university or college extension centers and in contract with technical institutes.

6. Acceptance of Transfer Credit from Co-op Programs, Field Experience and Field Placement

a) Institutions of higher education offering credit through Co-op programs, field experience, and field placement should publicize the constructs of each program and the rationale upon which the credit is given.

b) If the experience is utilized as an integral part of the overall instruction within a specific course, credit assigned to such courses should be transferred in the same manner as courses taught by traditional methods.

BIOLOGICAL SCIENCES

First Year

A one-year lecture and laboratory course (eight semester hours or twelve quarter hours) emphasizing the dynamic, structural, and functional organization of living organisms from molecular, organismal, and population points of view. The course should stress the unity of life. As long as this is done, any of the following alternative approaches is acceptable (listed in order of preference):

1. One year of biological principles.
2. One year of biology.
3. One semester (four semester hours or six quarter hours) of botany and one semester of zoology.

Second Year

1. If the first course is a one-year course which is oriented toward the study of principles of biology, the

following is recommended for those whose programs require it:

a) Second year may be a field, laboratory, lecture course in the study of organisms --- one semester of plants (botany) and one semester of animals (zoology) (PREFERRED).
b) Second year may be one semester of comparative vertebrate anatomy or another course of this general nature and one semester of a basic course such as animal or plant physiology or embryology.
c) Second year may be one semester of local floristic study --- collection, identification of vascular plants, study of classification and one semester of a basic course such as microbiology.

2. If first course is a one semester principles of biology course, it is desirable to follow it with one semester each of the study of plants (botany) and of animals (zoology), organism oriented, field work, laboratory and lecture.

a) This involves a three-course sequence.
b) The fourth semester could be comparative vertebrate anatomy and/or local floristic study as described above.

3. If first year involves one semester of general botany and one semester of general zoology, then second year should include one semester of comparative vertebrate anatomy and one semester of local floristic study as described above.

Other Guidelines

1. As related work for potential biology majors, a year of college mathematics and a year of chemistry strongly recommended.
2. Other courses in physics, organic chemistry and geology acceptable or desirable.
3. All biology courses include laboratory experiences and carry a minimum of eight semester hours credit or twelve quarter hours for the year and four semester hours or six quarter hours for the semester.

BUSINESS

Freshman and/or Sophomore Years

1. Business Administration or Economics
   a) Senior institutions in North Carolina should accept for transfer credit from two-year institutions accredited by the Southern Association of Colleges and Schools, or another comparable regional accrediting association, the following courses toward a bachelor's degree in Business Administration or Economics in those cases where

the senior institution allows credit for these courses and to the extent that credit is allowed.

Principles of Accounting	6 sem hrs or 9 qtr hrs
Principles of Economics	6 sem hrs or 9 qtr hrs
Business Statistics	6 sem hrs or 9 qtr hrs
Business Law	3 sem hrs or 5 qtr hrs
Electronic Data Processing	3 sem hrs or 5 qtr hrs
Introduction to Business	3 sem hrs or 5 qtr hrs

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. An institution may, however, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

2. Business, Occupational, and Distributive Education

a) Senior institutions in North Carolina should accept for transfer credit from two-year institutions accredited by the Southern Association of Colleges and Schools, or another comparable regional accrediting association, the following courses toward a bachelor's degree in Business Education or Occupational and Distributive Education in those cases where the senior institution allows credit for these courses and to the extent that credit is allowed.

Principles of Accounting	6 sem hrs or 9 qtr hrs
Principles of Economics	6 sem hrs or 9 qtr hrs
Shorthand	6 sem hrs or 9 qtr hrs
Business Statistics	6 sem hrs or 9 qtr hrs
Typing	4 sem hrs or 6 qtr hrs
Personal Finance	3 sem hrs or 5 qtr hrs
Introduction to Business	3 sem hrs or 5 qtr hrs
Business Mathematics	3 sem hrs or 5 qtr hrs
Business Law	3 sem hrs or 5 qtr hrs

b) Any courses other than those listed above and any courses classified as junior or senior level courses at the senior institutions may not be acceptable as transfer credit. An institution may, however, at its option, allow students to earn credit for courses in this category on a course-by-examination basis or some similar validating procedure.

ENGLISH

Freshman Year

Strong emphasis on English composition in written and oral forms, including such specific preparatory exercises as vocabulary building, spelling principles, reading for

speed and comprehension, basic speech arts and English grammar (six semester hours or nine quarter hours).

Sophomore Year

Concentration upon an introduction to the study of masterpieces of literature and a continuation of the speech arts (six semester hours or nine quarter hours).

Other Guidelines

Sequences should be determined by faculty advisors and counselors in light of the student's educational goals.

FINE ARTS

Art

Freshman and/or Sophomore Year

1. Senior institutions should accept for transfer credit courses which include:
   a) Art appreciation
   b) Drawing
   c) Painting
   d) Ceramics
   e) Sculpture
   f) Design
   g) Art history survey
2. Two-year institutions should require a balanced program of general studies and art courses. The art courses should be varied and provide experiences with both two-dimensional and three-dimensional art work. Sequences of courses should be determined by art faculty advisors and counselors in light of the student's educational goals.
3. Students desiring to transfer into a Bachelor of Fine Arts or professional degree after the sophomore year may have to spend an additional semester or year in order to complete the program. Although it may be possible to complete the credit hour requirement during a two-year program, independent studio work, sequential courses, and the maturation of the student within a studio-oriented program may require more time.

Drama

Freshman and/or Sophomore Year

1. Institutions should accept for transfer credit courses which include:
   a) Beginning acting
   b) Introduction to theatre
   c) Play production in activities courses
   d) Scene and lighting design
   e) Voice and diction
   f) Stage crafts

2. Sequence of courses should be determined by faculty advisors and counselors in light of the student's educational goals.

3. Students desiring to transfer into a Bachelor of Fine Arts or professional degree should be advised to transfer after one year to eliminate problems of transferability, mainly participation and required degree courses.

Other Guidelines

1. Two-year colleges should provide an opportunity for students to explore theatre, prepare in techniques and skills and develop cognate courses.

2. Students should take some cognate courses which may include:

a) Art appreciation, introduction to drawing and painting, design or drafting (if interested in design)

b) Music appreciation, beginning ballet or modern dance (if interested in acting and directing)

Music

Freshman and/or Sophomore Year

1. Institutions should accept for transfer credit courses which include:

a) Music history

b) Music literature

c) Music appreciation

2. Students should receive credit in music history - literature without further examination, even from those institutions which combine instruction in music literature and theory.

3. In recognition of [1] the individual nature of instruction in applied music, and [2] the wide discrepancies in approach to instruction in music theory, diagnostic or placement examinations may be required in these areas. Audition and/or examination should be given as early as practical, certainly no later than admission to the senior institution.

Students should be advised of the results of placement examinations in theory, and should be allowed to make their own decisions regarding the repetition of previous courses. In the case of applied music, the placement results should be accepted as a specific guide to proficiency standing.

Other Guidelines

1. Four-year colleges should recommend alternatives to assist students for whom the sequence of information offers a dramatic change.

2. Two-year institutions are advised to examine the practices of the four-year departments, and to avoid teaching those courses which are considered upper division.

FOREIGN LANGUAGE

Freshman Year

Emphasis on audio-lingual skills. This year is to be accepted at face value toward total hours for graduation, with understanding that hours may be checked by a proficiency test or other means.

Sophomore Year

Stress on skills in reading and writing. In some cases, literary criticism may have a legitimate place.

Other Guidelines

1. A college should accept a high school student on the basis of preparation in the four language skills as recommended by foreign language programs of the Modern Languages Association. Literature receives no special emphasis in high school except for students seeking advanced placement.
2. Basically, high schools should concentrate on communication skills and colleges and universities on literature, advanced composition and syntax, and where possible, phonetics and applied linguistics (civilization where needed).
3. The idea of placement by years or units should be abandoned. For determination of performance in the skills, measurement should be by modern proficiency tests, whether administered by the junior or by the senior college at entrance. In respect to the autonomy of institutions of different goals, some variation in the pattern may be necessary.

HUMANITIES

Faculty members whose individual or collective breadth is sufficient in the areas of literature, the arts, music, and philosophy may wish to offer (possibly by team teaching) an integrated humanities course. Such courses may need to be broken down, for recording purposes, into more traditional titles in order to facilitate communication in transfer.

Freshman Year

The basic requirements of the humanities guidelines may be fulfilled through one of the following alternates:

1. An integrated humanities course (six to eight semester hours or nine to twelve quarter hours) organized chronologically or by themes to show man's appreciative and creative roles in art, music, literature, and philosophy.

2. A block or sequence of courses (six to eight semester hours or nine to twelve quarter hours) in at least three of the following fields.

a) Art
b) Music
c) Literature
d) Philosophy and/or religion

Sophomore Year

Sophomore work may include electives and/or requirements of a more advanced or applied nature in one or more of the above areas.

Other Guidelines

1. Sequences should be determined by faculty advisors and guidance counselors in light of the student's educational goals.
2. Applied courses in art and music may not be used in meeting requirements of general education guidelines.

MATHEMATICS

Freshman and/or Sophomore Year

1. For non-science majors whose curriculum does not require a sequence of two or more calculus courses: recommendation of six semester hours or nine quarter hours of fundamental mathematics for graduation with content at post-high school level presented in survey form and selected from fundamentals of algebra; sets, relations, and functions; the real number systems; finite mathematical systems (modulo arithmetic); logic; statistics and probability with simple application to the social sciences; analytic geometry of the plane; graphs of relations; other geometries; basic notions of elementary integral and differential calculus.
2. For non-science majors whose curriculum does not require a sequence of two or more calculus courses but who are better qualified students and/or whose future courses require a stronger background: same recommendation as item 1 above with a more rigorous treatment of listed topics.
3. For students whose curriculum (science, engineering, mathematics) requires a sequence of two or more calculus courses: recommendation of an offering which follows the Mathematical Association of America's Commentary on A General Curriculum in Mathematics for College (1972), page 6, (See Guideline 3 below).

a) Calculus with analytic geometry (nine semester hours or equivalent quarter hours).

b) Linear algebra (three semester hours or equivalent quarter hours).

Other Guidelines

1. The topics in item 1 above are to be covered at a level sufficient to prepare the student to take either:

a) A moderately rigorous calculus course.
b) A moderately rigorous course in modern algebra or linear algebra.
c) A moderately rigorous course in modern geometry.

2. For science and mathematics majors it is desirable that the minimum high school prerequisite for the course content be two years of algebra, one year of geometry, and one-half year of trigonometry.

3. Mathematics 1, Introductory Calculus (three semester hours or equivalent quarter hours) - differential and integral calculus of the elementary functions with associated analytic geometry.

Mathematics 2, 4, Mathematical Analysis (three semester hours or equivalent quarter hours each) - techniques of one-variable calculus, limits, series, multivariable calculus, differential equations.

Mathematics 3, Linear Algebra (three semester hours or equivalent quarter hours) - systems of linear equations, Vector spaces, linear dependence, bases, dimensions, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form eigenvalues, geometric applications.

PHYSICAL SCIENCES

Freshman and/or Sophomore Years

1. For non-science majors: recommendation of one year (eight semester hours or twelve quarter hours) of one of the following alternates: chemistry, physics, any earth science with laboratory or integrated science with laboratory.

2. For science majors:

a) Majors in agriculture, biology, and home economics: recommendation of one year of chemistry.
b) Majors in engineering (all branches), physics, chemistry: recommendation of one year of chemistry, physics with calculus prerequisite or corequisite, and mathematics including integral and differential calculus.
c) Majors in mathematics: recommendation of one year of physics.

d) Majors in pre-dentistry, pre-medicine, pre-veterinary medicine, and medical technology: recommendation of one year of chemistry and physics.

Other Guidelines

1. Full credit is given for integrated science courses with laboratory that combine several sciences as long as courses are appropriate to student's educational goals.

2. All physical science courses, in order to meet program requirements, must include laboratory experience and carry a minimum of eight semester hours or twelve quarter hours credit for the year.

3. Science courses without laboratory experiences may be considered for transfer as elective credit only.

PHYSICAL EDUCATION

Freshman and Sophomore Years

1. A two-year activity course (four semester hours or six quarter hours) meeting three hours per week (semester or quarter) should be offered which provides opportunities for acquiring knowledge, attitudes, and skills in a variety of activities designed to contribute to the total education of the student. These include:

   a) Knowledge of basic health, fitness, and physiological principles relating to physical activity.
   b) Leisure time skills for present and future use in life.
   c) Learning experience in a majority of the following: acquatics, individual sports, team sports, rhythms, physical fitness, and recreational skills.

2. An elective course of three semester hours or equivalent quarter hours in personal and community health should be offered separate from the above physical education activity course.

Other Guidelines

1. All students should meet a one-year physical education requirement with the option of taking the second year for credit.

2. Up to two years of a physical education activity course should be transferable to receiving institutions.

3. The varsity athlete should in all instances be expected to meet the same general departmental regulations regarding program content as required of any other student.

4. The two-year junior and community colleges should not attempt to offer professional, college level courses

in health, physical education and recreation. These institutions can best serve their students by providing for experiences and excellence in activity skills, competitive athletic experiences, basic health knowledge and general guidance of students interested in health, physical education and recreation as a career.

SOCIAL SCIENCE

Freshman Year

A history of world civilization course (six semester hours or nine quarter hours) should represent the basic course in social science. Specifically, this course should include non-western areas.

Sophomore Year

Other freshman and sophomore work may include electives and/or requirements in one or more of the following fields and subjects.

1. History
   a) The American history survey (six semester or nine quarter hours).
   b) A history course offered at a junior college, which coincides with a course designed for juniors and seniors of a senior college, normally should be accepted as a free elective but should not count toward satisfaction of major degree requirements.
2. Economics and Business Administration
   a) Principles of economics (six semester or nine quarter hours).
   b) Principles of accounting (six semester or nine quarter hours).
   c) Statistics (three semester or equivalent quarter hours).
3. Geography
   a) Physical geography (three to four semester or equivalent quarter hours).
   b) World survey (three semester or equivalent quarter hours).
   c) Economic geography (three semester or equivalent quarter hours).
   d) A regional study.
4. Political Science
   a) American (federal) government (three semester or equivalent quarter hours).
   b) State and local government (three semester or equivalent quarter hours).
5. Psychology
   General psychology (three to four semester or equivalent quarter hours).

6. Sociology
   a) Principles of sociology (three semester or equivalent quarter hours).
   b) General anthropology (three semester or equivalent quarter hours).

Other Guidelines

1. Interdisciplinary courses of sufficient cultural breadth and depth should be given appropriate and equivalent credit for either the freshman or sophomore years.

2. In all cases course sequence should be determined by faculty advisors in light of the student's educational goals.